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To Parents and Students

This book has been produced to assist students in choosing appropriate subjects for study in Year 10. Students have already been involved in presentations on the Queensland Certificate of Education (QCE) and the structure of the Year 10 Curriculum in 2014. During Access lessons students have also be involved in a school program which will help them with their subject selections.

Recent legislation and new Certification processes mean that students should plan on staying at school until they complete Year 12. It is hoped that the wide range of subjects offered at Cleveland District State High School (CDSHS) will ensure that the needs of all students are catered for in the Senior Phase of Learning (Years 10, 11 and 12). Students should select a course of study that is best suited to their needs, interests and abilities.

The Year 10 Curriculum structure has been organised in response to legislation, the introduction of the QCE and recent educational initiatives which firmly place Year 10 in the Senior School. All Year 10 students will study within two core areas (English and Mathematics) and will have the choice of four elective subjects.

Subjects selected in Year 10 will be rolled directly into subjects studied in Years 11 and 12. This gives students the opportunity to develop the basics needed to achieve in the subject in Years 11 and 12. It is expected that this will reduce the number of subject changes in Year 11, increase the number of students who will be eligible for an OP and increase the number of students obtaining a QCE by the end of Year 12.

The CDSHS Senior Schooling Framework is based on the premise that students become more engaged and gain more from school when they are given choices that match their interests, aspirations and capabilities. Our aim is for students to stay at school and achieve the best possible outcomes in Years 10, 11 and 12.

The staff who developed the CDSHS Senior Schooling Framework have put in a considerable amount of time to develop a program that will benefit our students as they complete the Senior Phase of Learning. It is important that students and parents use this book carefully to make wise subject choices.

Paul E Bancroft
Principal
To The Student

When considering your subjects you should be aware of your abilities and your willingness to work, as well as your interests and your career goals. It makes sense to continue with the subjects you enjoy. At the same time, be aware of employment implications and try to ensure a "balanced" choice to give you a sound, rounded education to prepare you for a future which might be full of changes.

Your Year 9 results are good indicators of the subjects you should consider for Year 10. Your interests, abilities and willingness to work will be evidenced in these results. Your teachers and Heads of Department can also provide advice as to your potential.

You should make it your business to find out what each subject entails. Don't rely on what you "think" about a subject, or what a friend tells you. Read about it and, if you still don't understand, ask your teacher or the Head of Department concerned. Choose your subjects to meet your needs and don’t simply study something a friend is doing.

It's your life! It's your future! It's your decision! The subjects you choose in Year 10 will become the basis of your senior studies in Years 11 and 12.

Student Education Profile

At the completion of Year 12, the Queensland Studies Authority issues students with a Student Education Profile (SEP) consisting of one, two or three documents, depending on their eligibility.

1. The Queensland Certificate of Education (QCE) is Queensland’s senior school qualification. The QCE offers flexibility in what is learnt, as well as where and when learning occurs. Students have a wide range of learning options. These can include senior school subjects, vocational education and training, workplace and community learning, and university subjects undertaken while at school. It is only issued to students who complete a significant amount of learning at a set standard (refer to pages 5 and 6).

2. The Senior Statement is a transcript of the learning account that records all contributing studies and the results achieved. It also includes the Queensland Core Skills (QCS) Test result, if applicable. All students who finish Year 12 receive a Senior Statement in December of that year, regardless of whether they have met the requirements for the award of a QCE at that time. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

3. The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FPs (Field Positions). An OP indicates a student’s rank based on overall achievement in Authority subjects. To be eligible for an OP, a student must have studied a minimum of 20 semesters of Authority subjects. The student must study at least three of these subjects for all four semesters and sit for the QCS Test. FPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study which emphasise particular knowledge and skills). FPs are calculated only for OP-eligible students.

4. The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who undertake individualised learning programs.

Source: Queensland Studies Authority (QSA) website - www.qsa.qld.edu.au
Queensland Certificate of Education

The QCE is Queensland’s senior schooling qualification. The Queensland Studies Authority (QSA) will award young people a QCE when they complete the senior phase of learning — usually the end of Year 12.

To be awarded a QCE, students need to achieve a significant amount of learning, at a set standard that includes basic requirements in literacy and numeracy.

How does the QCE work?

A wide range of learning, including academic subjects, vocational education, workplace learning and university subjects undertaken whilst still at school, can contribute towards the QCE.

Different types of learning contribute different credits. Students must have at least 20 credits at a set standard, and in the required pattern of learning, to be awarded a QCE.

Eligibility for a QCE

To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Studies Authority. For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12.

The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people in the Senior Phase of Learning.

Planning for a QCE

Students in Year 10 will develop a Senior Education and Training (SET) plan or career plan. The SET plan helps students structure their learning around their abilities, interests and ambitions. It will map out what, where and how a student will study during their senior phase of learning – usually covering Years 10, 11 and 12. The SET plan needs to be agreed to by the student, their parents or carers, and the school. It can be started at any time, but should be finalised by the end of Year 10.

School staff and students will regularly review the SET plan to monitor progress. It can be updated at any time.

Awarding a QCE

Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements by the end of Year 12 can continue to work towards their certificate (however credits expire after nine years). The QSA will award a QCE in the following July or December, once a student becomes eligible.

Government Legislation

The QCE compliments the Government’s “learning or earning” legislation which means that everyone is required to complete Year 10 and go on to complete a further two years of education, training or employment.

For more information:

Speak to the Year 10 Deputy Principal, HOD Senior School or Guidance Officer
Visit the QSA website: www.qsa.qld.edu.au
Visit the Student Connect website: www.studentconnect.qsa.qld.edu.au
Planning Your Pathway to a QCE
Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Overall Plan

As an overall plan, it is suggested that you choose subjects:
• you will enjoy
• in which you will achieve good results
• that reflect both your interests and abilities
• that will help you reach career and employment goals when you leave school
• that will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

1. Find out about occupational pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. Speak with the Guidance Officer if you need help getting started.

You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways you can select the most appropriate one for you.

The following resources provide information about occupations and the subjects and courses needed to gain entry to these occupations.

• Australia’s National Career Information Service, called myfuture, can be accessed at: www.myfuture.edu.au
• The Job Guide book which can also be accessed from the www.jobguide.deewr.gov.au website.
• Brochures from industry groups provide information on the various pathways to jobs within these industries.
• The QTAC Guide is useful for information on tertiary courses offered through QTAC.
• The Tertiary Prerequisites booklet, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in three year’s time.
• Information for students who are OP Ineligible is available from the QTAC website at www.qtac.edu.au. It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses.
• Information about tertiary pathways and upgrading is available from QTAC at www.qtac.edu.au.

2. Find out about the subjects being offered by your school in the following categories:

Authority subjects

These subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered statewide in Queensland secondary schools and colleges. Achievements in these subjects are recorded on the Senior Statement and are used in the calculation of OPs and selection ranks. Some Authority subjects may have accredited vocational education modules embedded in them. These modules will also appear on your Senior Statement.

• Students who do not achieve Sound Achievement or better in a Year 10 subject may find related Authority subjects in Years 11 and 12 difficult.
• Your OP is dependent on how well you achieve in your subjects. You need to choose subjects in which you have the best chance of doing well and which you will enjoy.

Authority-registered subjects

• Authority-registered subjects are those based on QCAA developed Study Area Specifications or developed by the school for which a school’s study plan or work program is accredited. Achievements in these subjects are recorded on the Senior Statement. They are not used in the calculation of an OP but may be used in the calculation of a tertiary selection rank. Authority-registered subjects emphasise practical skills and knowledge relevant to specific industries.

Recorded subjects

• A Recorded subject is a subject other than an Authority or Authority-registered subject, offered by a school or other educational institution and approved by the QCAA. Recorded subjects include approved TAFE subjects or
3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in booklets provided to you.
- **Check that you have the required prerequisites to study the subject in Years 11 and 12.** Prerequisites are put in place to maximise your chances of success in the course. If you do not have the required prerequisites, you will not be enrolled in the subject unless you have the approval of the subject Head of Department.
- Talk to Heads of Departments and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.

**Choose a combination of subjects that suits your needs and abilities**

**Traps to avoid**

- Do not select subjects simply because someone has told you that they will help you get a better OP.
- Consider other people’s opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

**Vocational Education (through external providers, TAFE, Private RTOs)**

Consider taking vocational education subjects if:

- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

**Queensland Certificate of Education (QCE)**

The QCE is different from the Senior Statement in that it is only issued to students who are eligible for it. To be eligible for a QCE:

- Students must complete twenty credits of learning over Years 11 and 12. A credit is the minimum amount of learning at a certain standard that can contribute to the QCE. For example:
  - A student who successfully completes one semester of a Senior subject or VET Certificate II will earn one credit.
  - A student who successfully completes four semesters in five Senior subjects and/or VET Certificate II courses will earn twenty credits.

A credit table, which lists the types of learning that can contribute towards a QCE, their values and the standards required is outlined on page 4 of this publication and on the QCAA website.

- Students must attain between 12 and 20 credits from completed core courses of study.
- The above mentioned credit table lists all types of learning and their values in four categories – Core, Preparatory, Enrichment, and Advanced.

- Students must achieve a minimum standard in literacy and numeracy. These standards can be achieved by obtaining:
  - at least a Sound Achievement in one semester of English or English Communication
  - at least a Sound Achievement in one semester of Maths A, B or C, or Prevocational Maths
  - at least a C on the Queensland Core Skills Test (students sit for this test in Year 12).

To find out more about the QCE, visit the QCAA website - www.qcaa.qld.edu.au.
Tertiary entrance

If you wish to study a bachelor degree at university or a diploma course at TAFE after Year 12:

- Ensure you select the prerequisite subjects required for your preferred courses. These are listed in the Tertiary Prerequisite booklet.
- Most students gain entry to university on the basis of an OP:
  - To be eligible for an OP, in the 4 semesters of Years 11 and 12 you must complete 20 semester units of Authority subjects (the equivalent of 5 subjects).
  - At least three subjects must remain unchanged throughout Years 11 and 12.
  - You must also sit the QCS Test.
- A number of Year 12 students who are ineligible for an OP gain entry to tertiary courses on the basis of a selection rank. Most of these students apply for diploma and advanced diploma courses.

School-based apprenticeships and traineeships

You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school.

Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is your host employer.

Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement. Speak to our Industry Liaison Coordinator, Ms Heather Booth.

4. Be prepared to ask for help

EXPLANATION OF TERMS

The following brief explanation of terms may help make subject selection easier. Seek further clarification if needed from your school.

- **Advanced standing** refers to the credit granted to a student towards an accredited course or training program on the basis of previous study, experience or competencies held.
- **Articulation** is the process used to progress from one level of qualification to another.
- **Assumed knowledge subjects** are not prerequisites but infer that without this knowledge the student will find the course very difficult.

- **Field Positions** (FPs) rank order positions in a field against all other students eligible for a result in that field. These are dimensions of study that emphasize particular knowledge and skills. FPs are used for tertiary entrance only when there is a need to select students from within the same OP band.
- **Overall Position** (OP) indicates students’ rank order position in the state reported in bands from 1 (highest) to 25. See your Guidance Officer or school counselor for details of eligibility rules for an OP.
- **Queensland Core Skills (QCS) Test** is conducted over two days in third term for Year 12 students. To be eligible for an OP and FPs you must sit the QCS Test. If you are not eligible for an OP or FPs the test is voluntary. For students not eligible for an OP, sitting for the test may improve your selection rank.
- **Prerequisite.** A subject or qualification required for eligibility for entry to a particular course of study or employment.
- **Queensland Tertiary Admissions Centre** (QTAC) acts on behalf of universities, TAFE institutes and some private institutions to publish course information, to provide application materials, and to receive and process applications.
- **Recommended (or desirable) subjects** are not essential, but are likely to make future courses easier to understand and increase chances of success.
- **Selection ranks** are calculated for tertiary applicants who are not school leavers or are Senior students not eligible for an OP. For Senior students who are not eligible for an OP, the selection rank is determined by results recorded on the Senior Statement and the Queensland Core Skills Test. A rank is from 99 (highest) to 1 (lowest).
Occupations Related to Subjects in Year 10

Have you thought about the type of work you would like to do when you finish school? It is wise to begin investigating possibilities early because the better informed you are the better decisions you will make in the future.

As you learn more about yourself and about jobs, you may change your ideas about the types of jobs you are interested in. This is part of the process most people go through before deciding on a future occupation.

You can use this handout to investigate careers by relating your interest in school subjects to possible occupations.

You may wish to use the following steps:

1. Identify the subjects you enjoy and do best in.
2. Use this handout to find the names of occupations that may be related to these subjects.
3. Gather information about these occupations by reading the Job Guide (www.jobguide.deewr.gov.au), accessing information on the myfuture website (www.myfuture.edu.au), and talking to people who are currently working in the occupation.
4. Talk to parents, friends, Heads of Departments, teachers and the guidance officer.

<table>
<thead>
<tr>
<th>FACULTIES</th>
<th>SUBJECTS OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English, <strong>English Communication</strong></td>
</tr>
<tr>
<td>Social Science</td>
<td>Ancient History, Modern History, Geography</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics B, Mathematics A, Mathematics C, <strong>Prevocational Mathematics</strong></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education, Health Education, <strong>Physical Recreation</strong>, Sport Development</td>
</tr>
<tr>
<td>Business Education</td>
<td>Accounting, Legal Studies, Business and Technology Studies, Economics, <strong>Information Communication and Technology Studies</strong>, <strong>Tourism</strong>, <strong>Business Studies</strong>, Information Processing and Technology</td>
</tr>
<tr>
<td>Science</td>
<td>Biology, Physics, Chemistry, Marine Science, Agricultural Science, <strong>Agriculture and Horticulture Studies</strong></td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Music, Film and Media Studies, Drama, Dance, Visual Art, <strong>Multi Media Studies</strong>, <strong>Music Studies</strong>, <strong>Visual Art Studies</strong></td>
</tr>
<tr>
<td>Languages</td>
<td>French, Japanese, Chinese</td>
</tr>
</tbody>
</table>

**Bolded subjects are Authority-Registered Subjects and do NOT contribute to OP scores.** Although the subjects are related to a number of jobs, very few of the subjects are prerequisites for those jobs. A prerequisite subject is one which must be studied in Years 11 and 12 to gain entry to a specific tertiary course or occupation. However, a number of Year 11 and 12 subjects require previous study in Year 10. Talk to the Heads of Departments, teachers or the guidance officer about these subjects.
<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>FRENCH &amp; JAPANESE</th>
<th>PHYSICALEDUCATION</th>
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<tbody>
<tr>
<td>Actor</td>
<td>Announcer</td>
<td>Acupuncturist</td>
</tr>
<tr>
<td>Archivist</td>
<td>Anthropologist</td>
<td>Ambulance officer</td>
</tr>
<tr>
<td>Author</td>
<td>Archaeologist</td>
<td>Beauty therapist</td>
</tr>
<tr>
<td>Book editor</td>
<td>Book editor</td>
<td>Chiropractor</td>
</tr>
<tr>
<td>Broadcaster</td>
<td>Customs officer</td>
<td>Fitness instructor</td>
</tr>
<tr>
<td>Copywriter</td>
<td>Employee relations officer</td>
<td>Hospital food service manager</td>
</tr>
<tr>
<td>Foreign affairs and trade officer</td>
<td>Flight attendant</td>
<td>Jockey</td>
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<tr>
<td>Human resources officer</td>
<td>Foreign affairs and trade officer</td>
<td>Massage therapist</td>
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<tr>
<td>Interpreter</td>
<td>Interpreter</td>
<td>Nurse</td>
</tr>
<tr>
<td>Journalist</td>
<td>Journalist</td>
<td>Occupational health and safety officer</td>
</tr>
<tr>
<td>Lawyer</td>
<td>Probation and parole officer</td>
<td>Occupational therapist</td>
</tr>
<tr>
<td>Librarian</td>
<td>Ship’s officer</td>
<td>Physiotherapist</td>
</tr>
<tr>
<td>Management consultant</td>
<td>Social worker</td>
<td>Podiatrist</td>
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<td>Printing machinist</td>
<td>Sociologist</td>
<td>Psychologist - sport</td>
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<tr>
<td>Publisher</td>
<td>Teacher</td>
<td>Radiation therapist</td>
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<tr>
<td>Receptionist</td>
<td>Tour guide</td>
<td>Recreation officer</td>
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<tr>
<td>Speech pathologist</td>
<td>Translator</td>
<td>Sports scientist</td>
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<td>Teacher</td>
<td>Travel consultant</td>
<td>Sports coach</td>
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<tr>
<td>Teacher’s aide</td>
<td>Writer</td>
<td>Stunt performer</td>
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<td>Teacher</td>
</tr>
<tr>
<td>Writer</td>
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<tr>
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<th>LIVING &amp; PHYSICAL SCIENCES</th>
<th>MARINE &amp; AGRICULTURAL SCIENCES</th>
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<td>Agricultural economist</td>
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<td>Chemist</td>
<td>Agricultural engineer</td>
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<td>Architect</td>
<td>Computer programmer</td>
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<td>Electrical fitter</td>
<td>Animal attendant</td>
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<td>Bookmaker</td>
<td>Engineer</td>
<td>Botanist</td>
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<tr>
<td>Building contractor</td>
<td>Electronics service person</td>
<td>Environmental scientist</td>
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<tr>
<td>Credit officer</td>
<td>Environmental scientist</td>
<td>Farmhand</td>
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<td>Forensic scientist</td>
<td>Fisheries officer</td>
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<tr>
<td>Engineer</td>
<td>Forensic scientist</td>
<td>Food technologist</td>
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<td>Financial dealer/broker</td>
<td>Laboratory worker</td>
<td>Forest technical officer</td>
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<td>Medical practitioner</td>
<td>Forester</td>
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<tr>
<td>Insurance claims investigator</td>
<td>Meteorologist</td>
<td>Gardener</td>
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<td>Jackaroo/jillaroo</td>
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<td>Landscape gardener</td>
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<td>Refrigeration and air-conditioning mechanic</td>
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<td>Stable hand</td>
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<td>Telecommunication technician</td>
<td>Stock and station agent</td>
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<td>Wool classer</td>
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<td>Hotel/motel manager</td>
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<td>Geologist</td>
<td>Human resources officer</td>
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<td>Journalist</td>
<td>Investment analyst</td>
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<td>Lawyer</td>
<td>Marketing officer</td>
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<tr>
<td>Meteorological technical officer</td>
<td>Librarian</td>
<td>Office administrator</td>
</tr>
<tr>
<td>Park ranger</td>
<td>Museum curator</td>
<td>Personal assistant</td>
</tr>
<tr>
<td>Photographer</td>
<td>Public relations officer</td>
<td>Public relations officer</td>
</tr>
<tr>
<td>Real estate property manager</td>
<td>Religious leader</td>
<td>Purchasing officer</td>
</tr>
<tr>
<td>Stock and station agent</td>
<td>Sociologist</td>
<td>Real estate salesperson</td>
</tr>
<tr>
<td>Surveyor</td>
<td>Stage manager</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Teacher</td>
<td>Teacher</td>
<td>Retail manager</td>
</tr>
<tr>
<td>Tour guide</td>
<td>Writer</td>
<td>Stockbroker</td>
</tr>
<tr>
<td>Town planner</td>
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<td>Tax agent</td>
</tr>
<tr>
<td>Zoologist</td>
<td></td>
<td>Teacher</td>
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<tr>
<td></td>
<td></td>
<td>Travel consultant</td>
</tr>
<tr>
<td>ART &amp; CRAFT</td>
<td>MUSIC</td>
<td>DRAMA &amp; DANCE</td>
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</tr>
<tr>
<td>Architect</td>
<td>Announcer</td>
<td>Actor</td>
</tr>
<tr>
<td>Artist</td>
<td>Arts administrator</td>
<td>Announcer</td>
</tr>
<tr>
<td>Craftsperson</td>
<td>Composer</td>
<td>Artistic director</td>
</tr>
<tr>
<td>Diversional therapist</td>
<td>Conductor</td>
<td>Arts administrator</td>
</tr>
<tr>
<td>Dressmaker</td>
<td>Film and TV producer</td>
<td>Casting director</td>
</tr>
<tr>
<td>Engraver</td>
<td>Multimedia developer</td>
<td>Choreographer</td>
</tr>
<tr>
<td>Florist</td>
<td>Music critic</td>
<td>Dancer</td>
</tr>
<tr>
<td>Graphic designer</td>
<td>Music therapist</td>
<td>Film, stage and television</td>
</tr>
<tr>
<td>Hairdresser</td>
<td>Musical instrument maker</td>
<td>director</td>
</tr>
<tr>
<td>Interior decorator</td>
<td>Musician</td>
<td>Make-up artist</td>
</tr>
<tr>
<td>Industrial designer</td>
<td>Piano technician</td>
<td>Model</td>
</tr>
<tr>
<td>Jeweller</td>
<td>Recreation officer</td>
<td>Playwright</td>
</tr>
<tr>
<td>Landscape architect</td>
<td>Singer/vocalist</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Landscape gardener</td>
<td>Sound technician</td>
<td>Recreation officer</td>
</tr>
<tr>
<td>Make-up artist</td>
<td>Stage manager</td>
<td>Set designer</td>
</tr>
<tr>
<td>Multimedia developer</td>
<td>Teacher – early childhood</td>
<td>Sound technician</td>
</tr>
<tr>
<td>Photographer</td>
<td>Teacher – music</td>
<td>Speech pathologist</td>
</tr>
<tr>
<td>Screen printer</td>
<td>Teacher – primary</td>
<td>Stage manager</td>
</tr>
<tr>
<td>Set designer</td>
<td>Teacher – secondary</td>
<td>Teacher</td>
</tr>
<tr>
<td>Signwriter</td>
<td></td>
<td>Tour guide</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td>Wardrobe supervisor</td>
</tr>
<tr>
<td>Wood turner</td>
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<td>Writer</td>
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<table>
<thead>
<tr>
<th>FOOD &amp; DESIGN TECHNOLOGY</th>
<th>INDUSTRIAL DESIGN &amp; TECHNOLOGY</th>
<th>INFORMATION TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butcher</td>
<td>Architect</td>
<td>Air traffic controller</td>
</tr>
<tr>
<td>Catering manager</td>
<td>Architectural drafter</td>
<td>Animator</td>
</tr>
<tr>
<td>Clothing patternmaker</td>
<td>Assembler</td>
<td>Architectural drafter</td>
</tr>
<tr>
<td>Cook/chef</td>
<td>Automotive electrician</td>
<td>Cartographer</td>
</tr>
<tr>
<td>Craftsperson</td>
<td>Boilermaker</td>
<td>Computer programmer</td>
</tr>
<tr>
<td>Dietitian/nutritionist</td>
<td>Builder</td>
<td>Computer service technician</td>
</tr>
<tr>
<td>Dressmaker</td>
<td>Cabinetmaker</td>
<td>Computer systems analyst</td>
</tr>
<tr>
<td>Dry cleaner</td>
<td>Carpenter/joiner</td>
<td>Database administrator</td>
</tr>
<tr>
<td>Events manager</td>
<td>Cartographer</td>
<td>Desktop publisher</td>
</tr>
<tr>
<td>Fashion designer</td>
<td>Drafter</td>
<td>Draftsperson</td>
</tr>
<tr>
<td>Food technologist</td>
<td>Engineering associate (mechanical)</td>
<td>Electronics engineer</td>
</tr>
<tr>
<td>Home care worker</td>
<td>Fitter</td>
<td>IT Manager</td>
</tr>
<tr>
<td>Home economist</td>
<td>Graphic designer</td>
<td>IT support technician</td>
</tr>
<tr>
<td>Hospital food service manager</td>
<td>Industrial designer</td>
<td>IT teacher</td>
</tr>
<tr>
<td>Hotel/motel manager</td>
<td>Landscape architect</td>
<td>Multimedia developer</td>
</tr>
<tr>
<td>Interior decorator</td>
<td>Leadlight worker</td>
<td>Multimedia systems engineer</td>
</tr>
<tr>
<td>Nanny</td>
<td>Metal fabricator</td>
<td>Software engineer</td>
</tr>
<tr>
<td>Nurse</td>
<td>Metal trades assistant</td>
<td>Systems administrator</td>
</tr>
<tr>
<td>Pattern maker</td>
<td>Panel beater</td>
<td>Systems designer</td>
</tr>
<tr>
<td>Retail buyer</td>
<td>Picture framer</td>
<td>Telecommunications technician</td>
</tr>
<tr>
<td>Tailor</td>
<td>Sheetmetal worker</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wood machinist</td>
<td></td>
</tr>
</tbody>
</table>

### USEFUL WEBSITES

- [www.myfuture.edu.au](http://www.myfuture.edu.au) An online career service designed to help you to explore and plan your career.
- [www.abc.net.au/acedayjobs](http://www.abc.net.au/acedayjobs) Includes online videos about Australians working in jobs they are passionate about.
- [www.year12whatnext.gov.au](http://www.year12whatnext.gov.au) Find tips and ideas about exploring different career pathways and further education and training options for when you leave school.
<table>
<thead>
<tr>
<th>Year 10 Subjects</th>
<th>Year 9 Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Minimum C in Year 9 English and Mathematics</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Minimum C in Year 9 Agriculture or Science</td>
</tr>
<tr>
<td>Agricultural Practices</td>
<td>Nil</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Minimum C in Year 9 English and History and Geography</td>
</tr>
<tr>
<td>Biology</td>
<td>Minimum C in Year 9 Science or Agricultural Science</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Business Communication &amp; Technology</td>
<td>Minimum C in English</td>
</tr>
<tr>
<td>Building and Construction Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Minimum B in Year 9 Science</td>
</tr>
<tr>
<td>Chinese</td>
<td>Minimum C in Year 9 Chinese</td>
</tr>
<tr>
<td>Dance</td>
<td>Nil</td>
</tr>
<tr>
<td>Drama</td>
<td>Minimum C in Year 9 Drama</td>
</tr>
<tr>
<td>Early Childhood Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Economics</td>
<td>Minimum C in Year 9 English</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>Nil</td>
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<tr>
<td>English</td>
<td>Minimum C in Year 9 English</td>
</tr>
<tr>
<td>English Communication</td>
<td>Nil</td>
</tr>
<tr>
<td>Film, Television and Media Studies</td>
<td>Minimum of C in Year 9 English</td>
</tr>
<tr>
<td>French</td>
<td>Minimum C in Year 9 French</td>
</tr>
<tr>
<td>Furnishing Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Geography</td>
<td>Minimum Of C In Year 9 English and History and Geography</td>
</tr>
<tr>
<td>Graphics</td>
<td>Recommended to have studied Year 9 Graphics and attained a C</td>
</tr>
<tr>
<td>Health</td>
<td>Minimum C In Year 9 English</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Nil</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Nil</td>
</tr>
<tr>
<td>Industrial Graphics Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Information &amp; Communication Technology</td>
<td>Nil</td>
</tr>
<tr>
<td>Information Processing &amp; Technology Studies</td>
<td>Minimum C in Year 9 English and Mathematics</td>
</tr>
<tr>
<td>Japanese</td>
<td>Minimum C in Year 9 Japanese</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Minimum C in Year 9 English</td>
</tr>
<tr>
<td>Marine Science</td>
<td>Minimum C in Year 9 Science or Agricultural Science</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>Minimum C in Year 9 Mathematics</td>
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<tr>
<td>Mathematics B</td>
<td>Minimum B in Year 9 Mathematics</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>Minimum A in Year 9 Mathematics</td>
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<tr>
<td>Multi Media Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Prevocational Mathematics</td>
<td>Nil</td>
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<tr>
<td>Modern History</td>
<td>Minimum C in Year 9 English and History and Geography</td>
</tr>
<tr>
<td>Music</td>
<td>Minimum C in Year 9 Music</td>
</tr>
<tr>
<td>Music Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Minimum C in Year 9 Health and Physical Education</td>
</tr>
<tr>
<td>Physical Recreation</td>
<td>Nil</td>
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<tr>
<td>Physics</td>
<td>Minimum B in Year 9 Science</td>
</tr>
<tr>
<td>Tourism</td>
<td>Nil</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>Minimum C in English or Year 9 Technology Studies</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Minimum C in Year 9 Art</td>
</tr>
<tr>
<td>Visual Art Studies</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Subjects which contribute to an Overall Position (OP subjects)
Accounting

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Accounting in Years 11 and 12.

Studying Accounting is an ideal platform for any business career. Accountancy is an exciting, dynamic and in-demand profession providing diverse and interesting opportunities.

Accounting promotes the development of numeracy, communication and logical reasoning and enables students to participate more effectively and responsibly in a changing business environment.

Accounting aims to develop knowledge of accounting and related technical skills. Students learn how to guide financial activities in the world of business and also develop skills in the use of computer software used in business.

Areas of Study

- Principles of Double-Entry Accounting
- End of Period Reports
- Analysis and Interpretation of Financial Reports
- Personal Finance
- Accounting Package - MYOB

Prerequisite

Students wishing to study this subject should achieve at least a ‘C’ in Year 9 English and Mathematics.

Special Subject Advice

Students enrolled in this subject will require a laptop.

Assessment and Workload

Assessment will include, short and extended response items, both manual and computer generated practical tasks and assignment work.

Possible Careers

- Accountant
- Financial Planner
- International Business
- Forensic Accountant
- Small Business Owner
- Industry and Commerce (retail, hospital, manufacturing etc.)
- State and Federal Government Departments
- Education
Agricultural Science

Aims
This academic subject aims to prepare students for the Senior Authority (OP) subject Agricultural Science in Years 11 and 12.

Students will acquire knowledge of a range of scientific principles that develop field work and experimental skills. Students will be exposed to assessment techniques similar to those used in Senior Science subjects and will undertake various practical activities and experiments with a range of plants and animals.

The study of Agricultural Science develops students’ ability to plan organise, interpret, analyse, synthesize and evaluate information from a range of sources to solve problems. Students also develop their literacy skills through effective communication.

Areas of Study
- Plant growth and production
- Plant pests and diseases
- Animal structure and requirements
- Animal production systems
- Genetics
- Animal nutrition
- Agribusiness
- Natural resource management
- Field work – plant trials, animal genetics

Sustainable resource management factors underpin all 3 Areas of Study and will be evident in each unit of work.

Special Subject Advice
Students enrolled in this subject will require a laptop.

The course of Agricultural Science assumes that students have minimal knowledge or experience of agriculture. Classroom lessons and field work in the form of lab investigations, plant and animal trials and field surveys are essential components of Agricultural Science. It is through these field based learning experiences that students will develop their knowledge, investigation and analysis, and evaluation and communication skills.

Assessment
Students are required to demonstrate their abilities in all the three dimensions: Knowledge and understand, Investigation and analysis, Evaluation and communicate. A range of assessment techniques are used: Extended Agricultural Investigations and Extended Written Tasks, which are based on field trials, laboratory reports and in-class theory and Formal Testing.

Students may be required to attend a maximum of one excursion each semester, each of which generally incurs a cost of $15 to $25.

Career Links
Students pursuing this subject may choose to seek a career in the following fields:

Agriculture, Horticulture, Agronomy, Food technology, Aquaculture, Veterinary science, Equine science, Biotechnology, Environmental management, Business, Marketing, Agricultural education research and development

Risk Statement
Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various agricultural tools, machinery and chemicals and to handle live animals and biological specimens.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.
Ancient History

Journeys Through the Ancient World

Aim

‘Journeys Through the Ancient World’ is an academic subject that aims to prepare students for the Senior Authority (OP) subject Ancient History in Years 11 and 12.

Year 10 students studying ‘Journeys Through the Ancient World’ will acquire knowledge in ancient civilisations, systems of government and cultural and religious practices. Through the study of history, it is anticipated that students may become, “more knowledgeable, effective, constructive and committed participants in personal, professional and civic life” (Ancient History Senior Syllabus, QSA 2004).

Students will also participate in research and assessment to build upon the skills needed to successfully participate in Senior Ancient History.

Throughout the course, students will learn how to analyse and interpret primary and secondary sources. Students will also learn how new technologies assist in the investigation of history.

Areas of Study

Topics to be studied are arranged both thematically and chronologically and include:

- History Mysteries (Archaeology)
- Murder, Mayhem and Mystery (Aztecs and Incas)
- Gods of the Ancient World
- Frozen in Time (Pompeii)
- East Meets West (China and India)
- Personalities of the Ancient World

Prerequisite

A minimum of a C in Year 9 English and History or Geography.

Equipment – It is recommended that students enrolled in this subject have a student take home laptop. Students will need notebook paper for assessment, a USB drive and a manila folder.

Excursions - are available in this subject, dependant upon museum displays. The Antiquities Museum at University of Queensland will incur an additional cost which will be kept to a minimum.

Career Links

This subject can lead to a wide range of careers including: Teaching, Journalism, Politics, Anthropology, Law, Research Officers, Film Production, Diplomat, Criminology, Foreign Affairs, Public Relations, Historian, Industrial Relations Officer, Librarian, Script writer, Photographer.
**Biology**

**Aim**
This academic subject aims to prepare students for the Senior Authority (OP) subjects of Biology in Years 11 and 12.

Students will acquire knowledge of a range of Biological principles and develop the laboratory skills required for the senior Science subjects listed above. Students will be exposed to assessment techniques similar to those used in these Senior Science subjects and will undertake various practical activities and field studies.

**Areas of Study**
- Cell Biology
- Genetics
- Plant Science
- Disease and Society
- Ecology
- Field studies and Experimental techniques

Completing this subject in Year 10 will allow students to continue on in Year 11 in Biology by giving students study skills and background knowledge of:
- Cell structure and function
- Disease and the body immune response
- Genetics: patterns of inheritance
- Ecology and environmental studies
- Report writing, field studies and experimental design

**Special Subject Advice**
Students enrolled in this subject will require a laptop. Field work will be undertaken and minimal transportation costs may be required of approximately $15.00. Students will require a scientific calculator and 2Mb USB data stick. Subject specific booklets will be provided along with access to reference and online materials.

**Prerequisites**
Students must have achieved a C standard in either Science or Agricultural Science in Year 9.

**Career Links**
Students pursuing this subject may choose to seek a career such as:
- Scientist
- Marine Biologist
- Environmental Scientist
- Horticulturalist
- Veterinarian
- Psychologist
- Forestry Ranger
- Laboratory technician
- Nurse
- Fitness instructor
- Physiotherapist
- Forensic Scientist
- Pathologist
- Teaching
- Zoo Keeper
- Health & Safety Officer

**Risk Statement**
Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various laboratory instruments and heating implements (Bunsen burners and hotplates) and to handle biological specimens. There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.
Business Communication and Technologies

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Business Communication and Technologies in Years 11 and 12.

Business Communication and Technologies (BCT) aims to allow students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment.

Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

Areas of Study

- Business Environments
- Social Media
- Events Management
- Organisation and Work Teams
- Managing People

Prerequisite

Students wishing to study this subject must achieve at least a ‘C’ in Year 9 English.

Special Subject Advice

Students enrolled in this subject will require a laptop.

Assessment and Workload

A variety of assessment techniques will be used including short and extended responses, reports generated from scenarios, non-written presentations, projects and practical business applications.

Possible Careers

- State and Federal Government Departments
- Human Resources Manager
- Health Information Manager
- Real Estate Salesperson
- Management Consultant
Aim
This academic subject aims to prepare students for the Senior Authority (OP) subject Chemistry in Years 11 and 12.

Year 10 Chemistry course will provide students with an introduction to the fields of the traditional Science of Chemistry through the study and exploration of real-world topics. Students will acquire knowledge of elementary scientific principles and practices by participating in classroom and laboratory activities, becoming familiar with the senior mode of assessment which includes designing experiments, extended periods of experimentation, research and supervised assessment.

Areas of Study
- Term 1- Atoms & Chemical Reactions
- Term 2- Water and it's properties
- Term 3- Redox Reactions
- Term 4- Fuels and Polymers

Completing this subject in Year 10 will allow students to continue seamlessly into Year 11 Chemistry by giving students study skills and background knowledge of:

Topics
- Measurement, report writing and experimental design
- Structure and materials
- Periodic Table
- Quantitative and qualitative analysis
- Corrosion of metals and its implication on society
- Types of fuels and their sources
- Plastics

Assessment Techniques
- Extended experimental investigation
- Extended response task
- Written task

Special Subject Advice
Students enrolled in this subject will require a laptop, a scientific calculator and USB data stick. Subject specific booklets will be provided along with access to reference materials via libraries or on-line.

Prerequisites
Students must have achieved at least a C standard in Science and Maths in Year 9.

Career Links
Students undertaking this subject may choose to pursue careers in fields such as:
Biomedical science; Pharmaceuticals; Engineering; Mining; Forensics; Veterinarian; University Applied Sciences; Medicine and health sciences; Architecture and design; Aviation and aerospace; Emergency services; Health & safety; Defence Force Officer; Radiology

Risk Statement
Guardians of students participating in this subject should be aware that this is a practical subject, students may be required to use various laboratory instruments and heating implements (Bunsen burners and hotplates) and to handle corrosive materials under teacher supervision.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of injury occurring.
Chinese

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Chinese in Years 11 and 12.

By the end of Year 10, students should have developed increased competence in communicating in Chinese in preparation for Years 11 and 12. Taking into account the number of contact hours available, realistic objectives for students are:

- to understand simple oral communication by a native speaker
- to express ideas orally on topics within their experience
- to read with comprehension and enjoyment both known and new material
- to write letters, free compositions, dialogues etc.

Areas of Study

Work in Year 10 is an extension of the work covered in Years 8 and 9, with an emphasis on advancing the competency of students to enhance transition into Years 11 and 12. The course involves work in each of the four macro skills, listening, speaking, reading and writing, with equal weightings of 25% for each skill. The emphasis of the content focuses on a functional/communicative approach using as much authentic material as practicable and possible.

A minimum of 100 Chinese symbols must be learned to achieve writing skill proficiency. By Year 12, students are expected to write connected passages of about 250-300 Chinese characters.

Special Subject Advice

School-leavers seeking enrolment at tertiary institutions will improve their entry rank by successfully studying a foreign language. Students undertaking languages in Years 11 and 12 will be awarded two bonus rank points which could be critical in gaining entry into a tertiary program.

Prerequisite

Students must have studied Chinese to Year 9 level or its equivalent and have achieved at least a ‘C’ to consider continuing language studies. Anyone who wishes to enrol in a language and achieved less than a ‘C’ is required to have an interview with the Head of Department.

Chinese classes in Years 11 and 12 may be taught as a combined class if numbers are not sufficient to have two separate classes.

Assessment/Workload

There are assignments and presentations for Chinese. Result of each macro skill is determined by the quality and quantity presented by student’s work.

Other languages

Although other languages are not offered at this school, students may be able to pursue other languages through the School of Distance Education. Where this can be arranged, tutorial assistance will be available from the school.

Associated Subject Costs

NB: Any student studying languages through Distance Education will have to pay 50% of costs associated with enrolment for Distance Education.
Dance

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Dance in Years 11 and 12.

Year 10 Dance aims to build confidence, communication through movement and specific dance skills appropriate to a variety of dance styles. Through studying the three organisers in dance, students will gain an understanding of the fundamentals within the three strands of social, ritual and artistic dance. This course both prepares students for the undertaking of Senior dance and builds a strong sense of achievement and satisfaction from the creation of physical expression with creative ideas. By choosing dance students will build confidence, fitness, co-ordination and the ability to analyse, interpret and evaluate dance works.

Areas of Study

- Introduction to the elements of Jazz
- Ballet technique and foundations
- The fundamentals of Contemporary Dance
- Popular Dance and Hip Hop

Special Subject Advice

Although students do not need to have any experience in Dance, they should be interested in the subject and be committed to learning. Students will be working individually and in groups.

Students are required to have suitable clothing that is comfortable to dance in: shorts, stretchy pants, comfortable shirts that enable the student to move. Although much of the work will be completed in classes, students will need to spend their own time in extra rehearsals.

While it is an advantage to have completed Year 9 Dance, it is not a requirement for choosing Year 10 Dance. It is recommended students have a sound level of achievement in English.

It is recommended that students enrolled in this subject have a laptop.

Assessment Workload

Students will be individually assessed equally over the three areas of:
- Choreography
- Performance
- Appreciation

Associated Costs

Students will be given the opportunity to attend live dance performances. These excursions cost approximately $25 (transportation included). Viewing these performances allows students to experience and observe professional dance artists.

Risk Statement

As this is a practical and creative subject, students will require a high degree of control and coordination. There is potential for injury during sessions when students are exploring movement and creating a dance.
Drama

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Drama in Years 11 and 12.

The aims of Drama are for students to develop communication skills; skills in drama, movement and other expressive and artistic forms; skills in interpersonal relationships and teamwork; to foster confidence and self-discipline in social interactions and; to encourage further involvement dramatic and other creative activities.

The Drama course is a practical course and students are required to work in groups as well as independently.

Areas of Study

In a practical way the course looks at three dimensions:

1. Forming - making/creating drama.
2. Presenting - performing the work of others.
3. Responding - reacting to drama, analysis and evaluation.

This course is offered as a unit based course with opportunities for public performances. Students who study the course have the opportunity to explore script and character development; physical comedy; performance poetry; documentary drama; public scene showing and stagecraft.

Special Subject Advice

To study Drama with some success, students need to be achieving at least a C in English as there is also a theory component in both courses. It is a prerequisite to have achieved at least a C in Year 9 Drama. The only exception to this is students enrolling at Cleveland District State High School from another school.

It is recommended that students enrolled in this subject have a laptop.

Assessment/Workload

Assessment is continuous and occurs under each of the three dimensions. All dimensions are considered equal.

Associated Subject Costs/Excursions

Year 10 Drama students usually attend performances given by Arts Council sponsored actors. These shows cost about $6 per student. The number of performances depends on the program offered but normally it is one per semester. These performances offer students the opportunity to see the actors using the skills they themselves are trying to develop. They are an important part of the subject and are considered compulsory.

Risk Statement

As this is a practical and creative subject, students will use various theatre props, staging, sound and lighting equipment and smoke machines.
Economics

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Economics in Years 11 and 12.

Economics is the study of some of the most important ideas in our lives: ideas about how our society is organized, about ways to create wealth, about how to use scarce resources and create sustainable futures for us all, about how to raise living standards for all people and to rid the world of want and poverty.

Areas of Study

- Introduction to Economics
- The Share Market
- Personal Economics
- Population
- Entrepreneurship
- Australian Economic History

Prerequisite

Students wishing to study this subject must achieve at least a ‘C’ in Year 9 English.

Special Subject Advice

Students enrolled in this subject will require a laptop.

The focus is upon developing student confidence and understanding through a wide range of learning experiences: buying and selling shares on the sharemarket, debates, role plays, group discussions. Students will also learn the skills of inquiry and research.

Assessment and Workload

A variety of assessment includes: short and extended responses, case studies, multi-modal presentations, research tasks.

Possible Career Links

- Economist
- Stockbroker
- Journalist
- Financial Advisor
- International Business
- State and Federal Government Departments
English

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject English in Years 11 and 12.

English aims to involve students in activities which will develop attitudes and skills useful in life. The work may be divided into two areas:

- Language - students learn to express themselves orally and in the written form on a wide range of topics, to varying audiences, and for varying purposes.

- Literature and media - students develop an understanding of the range of resources available for their use; and where students increase their ability to use these resources for their own personal benefit.

Areas of Study

Include films, drama, Shakespeare, poetry, media analysis, writing analytical essays, narratives, feature article, grammatical skills and discourse recognition

These areas build a foundation for successful study of the Authority subject English in Years 11 and 12.

Special Subject Advice

It is recommended that students enrolled in this subject have a laptop.

Prerequisite

Students **must** have attained a ‘C’ or higher for Year 9 English to select this course. Anyone who wishes to enrol in the course and has achieved less than a ‘C’ is required to have an interview with the Head of Department (Sandra Dennis).

Assessment/Workload

Years 10 students should do a minimum of 2 hours English homework per week, spread over 4 to 7 sessions. This includes reading of set novels and scripts as well as assignment preparation. Parental interest and supervision is invaluable if students are to complete satisfactory work at home.

Associated Subject Costs

Purchase of note pads/folders, paper for assignments, USB drive, home dictionary, document folder, and stapler.

Cost of occasional excursions.
Film, Television and New Media

Aims

This academic subject aims to prepare students for the Senior Authority (OP) subject Film, Television and New Media in Years 11 and 12.

Film is widely acknowledged as the major art form of the 20th Century and today film continues to be an important part of most people’s cultural experience. This subject is designed to build upon students’ own experience of film – as consumers and creators – and to encourage recognition of the complexity of this experience within an increasingly globalised, interconnected environment.

Starting with the familiar, Film & Media Studies allows students to study films and the ways in which they are experienced, the importance of visual representation in today’s global society and the place film has in communicating ideas, attitudes and cultural beliefs, both now and in the past.

Areas of Study

Students will develop skills in the following areas. There are three inter-related study areas which act as a framework for studying and creating film:

The ‘Language’ of film – the elements that create meaning within a film, and how they are organised in order to tell a story to their audience. These include analysing narrative, genre, representation, camerawork, editing and sound and how they are used in film.

Film Organisations – the film companies which produce, sell and screen the films we watch.

Film Audiences – the ways in which we respond to films we watch and issues raised by films representing our cultural and social ways of life.

The subject is designed as an introduction to filmmaking, the film industry and the impact films have on the audiences’ cultural identities. Through the analysis of these areas, students will then apply their knowledge in creating their own productions.

Special Subject Advice

Students intending to select this subject should:

Have achieved a Sound level of achievement or higher in Year 9 English due to the film analysis component of this subject.

Show willingness to follow safety rules and directions.

Show they are self-motivated and have a keen interest in the film industry.

Assessment/Workload

The assessments for this subject include an oral exploration of a film extract (own choice), a film pitch leading to a preproduction, a production of a trailer (group work) and a reflective analysis. Also included are two examinations reviewing the theory learnt in class.

Risk Statement

As this is a practical and creative subject, students will use various audio-visual equipment, props, staging and lighting equipment.
French

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject French in Years 11 and 12.

By the end of Year 10, students should have developed increased competence in communicating in French in preparation for Years 11 and 12. Taking into account the number of contact hours available, realistic objectives for students are:

- to understand oral communication by a native speaker
- to express ideas orally on topics within their experience
- to read with comprehension and enjoyment both known and new material
- to write letters, free compositions, dialogues etc.
- to gain insights which will better equip them to adjust to changing patterns of life in Australia and the world.

Areas of Study

Work in Year 10 is an extension of the work covered in Years 8 and 9, with an emphasis on advancing the competency of students to enhance transition into Years 11 and 12. The course involves work in each of the four macro skills areas of listening, speaking, reading and writing, with equal weightings of 25% for each skill. The emphasis of the content focuses on a functional/communicative approach using as much authentic material as practicable and possible.

Special Subject Advice

School-leavers seeking enrolment at tertiary institutions will improve their entry rank by successfully studying a foreign language. Students undertaking languages in Years 11 and 12 will be awarded two bonus rank points which could be critical in gaining entry into a tertiary program.

Prerequisite

Students must have studied French to Year 9 level or its equivalent and have achieved at least a ‘C’ to consider continuing language studies. Anyone who wishes to enrol in a language and achieved less than a ‘C’ is required to have an interview with the Head of Department. French classes in Years 11 and 12 may be taught as a combined class if numbers are not sufficient to have two separate classes.

Assessment/Workload

There are no assignments for French. However, each macro skill is tested at least once, and a maximum of twice each semester.

Other languages

Although other languages are not offered at this school, students may be able to pursue other languages through the School of Distance Education. Where this can be arranged, tutorial assistance will be available from the school.

Associated Subject Costs

Students are expected to purchase Tapis Volant 2 Workbook for $32.00.

NB: Any student studying languages through Distance Education will have to pay costs associated with enrolment for Distance Education.
Geography

Explore people, places and environment

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Geography. It will provide a solid foundation of knowledge and skills and an introduction to the four themes studied in Year 11 and 12 Geography:

1. Managing the Natural Environment
2. People and Development
3. Social Environment
4. Resources and Environment.

Year 10 students who study Geography will acquire a broad range of knowledge and skills. Geography aims to develop students personally and socially so they may understand the world around them and the interactions between people and the natural environment. Geographical techniques that will be gained in the subject will include collecting primary data on field excursions, using technology eg Geographical Information Systems (GIS), Google Earth, mapping skills and research and reporting skills. These primary and secondary research skills will be helpful in many other subjects.

Areas of Study

The major areas of study will include:

- Human wellbeing and development in Africa, Asia and Australia
- Environmental change and management in local, national and international scales
- Contemporary Geographical issues.

Some examples of particular units might include Geographies of human wellbeing, conflict and migration and Antarctica and the Arctic.

Students will also develop Geographical inquiry skills such as observing, questioning, planning, collecting, recording, evaluating and representing.

Prerequisite

A minimum of a C in Year 9 English and History or Geography.

Equipment: It is recommended that students enrolled in this subject have a student take home laptop. Students will need a notebook for assessment, a manila folder for assessment, a basic range of coloured pencils, a ruler and a USB.

Excursions: These will be conducted where possible. This will incur a cost but it is kept to a minimum.

Career Links

This subject provides an excellent foundation for students considering university entry through the extensive use of research and analytical skills. Careers in Teaching, Agricultural Science, Biological Science, Cartography, Environmental Science, Forest Technology, Geography, Geology, Hydrography, Landscape Architecture, Marine Science, Meteorology, Oceanography, Park Ranging, Surveying, Tour Guiding, Town planning, Travel Consulting and Water services.
Graphics

Aim
This academic subject aims to prepare students for the Senior Authority (OP) subject Graphics in Years 11 and 12. It follows on from Year 9 Graphics and will challenge students further with more involved higher level work.

Areas of Study
Year 10 Graphics will provide students with the opportunity to build on their knowledge from Year 9, within the study areas of Graphic Design, Industrial Design, Built Environment.

In addition to sketching, rendering and technical drawing (using drawing board and equipment), advanced Computer Graphics is studied and used throughout the year. Industry standard CAD (Computer Assisted Drawing) programs (including AutoCAD, Inventor and Revit) will be taught and used where appropriate throughout the course.

Special Subject Advice
Students wanting to commence the subject at Year 10 level could experience difficulties, especially with the CAD (Computer Assisted Drafting) component, and would need to make a concerted effort to achieve good results. It is very strongly recommended that students intending to choose Graphics as a senior subject should choose both Year 9 and 10 Graphics.

Note: An essential part of Graphics is neatness, accuracy and academic rigour. Students choosing this subject should be highly self-motivated towards drawing and have the capacity and willingness to cope with abstract concepts and information of a highly technical nature.

Equipment
Students must bring (as a minimum) to each class the following drawing equipment:

- Sharp 2H, 4H, 2B and colour pencils
- A soft white eraser
- A good quality compass set (not the type where a pencil is inserted)

Please consult with a Graphics teacher before purchasing any other equipment.

Assessment/Workload
Student Outcomes will be measured against the assessment criteria of Knowledge and Understanding, Analysis and Application, Synthesis and Evaluation. Assessment will include assignments, tests and class work.

Career Links
Graphics offers students a wide range of benefits. From Architecture and Drafting to Engineering and Interior/Exterior Design - From Cartography to Landscape Design. Graphics is the subject that provides a platform for students wishing to study Graphics in Senior with either a view to tertiary studies or entering the workforce.
Health Education

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Health Education in Years 11 and 12.

Health Education offers students the opportunity to develop knowledge, attitudes, values and skills needed to promote equitable health outcomes and assist students to reach their full health potential.

Areas of Study

- Introduction to Health
- Driver Education
- Moving Out (Choices to be made when leaving home)
- Making Choices (Decision making with drugs and alcohol)
- Save a Mate – First Aid
- Physical Activity – Students will complete 2 single lessons of a physical activity each week throughout the course.

This subject will prepare students for Year 11 and 12 Health Education by developing the required research skills across a range of health topics and preparing students for the assessment demands required for the subject.

Students who wish to choose Health Education need to have achieved at least a ‘C’ standard in Year 9 English, however, higher marks are advisable.

Assessment/Workload

Students will be assessed on their achievement of objectives relating to issues selected in each of the four semesters. Two to three assessment items will count toward final achievement ratings per semester and will include:

- Action Research Project
- Response to stimulus tasks
- Research tasks
- Essays
- Objective and/or short answer questions
- Non written presentations

Special Subject Advice

It is recommended that students enrolled in this subject have a laptop.

Risk Statement

Guardians of students participating in Health Education should be aware that there is an inherent risk of injury associated with involvement in some aspects of this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring. Examples of the types of activities undertaken can be seen in the sections above.
Home Economics

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Home Economics in Years 11 and 12.

Home Economics is a course which focuses on the wellbeing of people and their integration with their personal, family, community and work roles. It gives students life skills to allow them to live more confidently and better cope with the demands of present day living. This subject combines the theory with practical applications related to food and nutrition, human development and relationships, living environments and textiles.

Areas of Study

The areas of study include:
- Food Studies
- Textiles Studies

This subject provides an introduction to the Senior Home Economics course, which is an Authority subject.

Assessment/Workload

Students will be required to undertake the following areas of assessment:
- Regular participation in practical lessons (food and textiles)
- Written tests
- Practical and theoretical assignments

Student outcomes will be measured against the assessment criteria of Knowledge, Reasoning & Communicating Processes and Practical Performance. These three areas will be equally weighted to determine results at the end of each Semester.

Special Subject Advice

Students are required to take part in all food and textile-related practical lessons and provide their own ingredients and materials for these lessons. Textiles units will require an initial cost to purchase basic sewing resources.

It is the responsibility of the student to provide their own ingredients/materials each week for cookery and initially for textile tasks. (Parents/Carers may need to consider these costs when subjects are selected).

Students enrolled in this subject will require a laptop.

Students are required to wear black, closed-in, lace-up leather shoes that protect the upper part of the foot.

Career Links

This subject would be beneficial to students interested in careers in the areas of:
- Fashion
- Health
- Welfare/Social Work
- Home Economics
- Nutrition
- Food Production and Marketing

Risk Statement

As this is a practical subject, students will be using various kitchen utensils (knives), electrical appliances (frypans, beaters) and textile equipment (sewing machines, overlockers).
Information Processing & Technology Studies

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Information Processing and Technology in Years 11 and 12.

Information technology refers to the creation, manipulation, storage, retrieval and communication of information and to the range of technological devices and systems used to perform these functions.

Information Processing and Technology touches many aspects of human life and draws on and is applied to diverse fields of study such as mining, engineering, education or business. As a result, the study of this subject will contribute in a significant way to the general education of students, whether or not they intend proceeding to employment specific to information technology.

Information Processing and Technology has a practical approach and a significant emphasis on problem solving through applying the design, develop and evaluate cycle.

Areas of Study

- Social and Ethical Issues
- Games Programming
- Computer Architecture using Raspberry Pi mini-computers
- Microprocessor devices and programming using Arduino microprocessors
- Programming for the Android system

Prerequisite

Students wishing to study this subject must have achieved at least a “C” in Year 9 English and Mathematics.

Special Subject Advice

Students enrolled in this subject will require a laptop.

Assessment and Workload

A variety of assessment techniques will be used including short and extended responses, project work of a practical nature and in-class tests.

Possible Careers

- Games Developer
- Programmer
- Computer Electronics Technician
Japanese

Aim
This academic subject aims to prepare students for the Senior Authority (OP) subject Japanese in Years 11 and 12.

By the end of Year 10, students should have developed increased competence in communicating in Japanese in preparation for Years 11 and 12. Taking into account the number of contact hours available, realistic objectives for students are:
- to understand oral communication by a native speaker
- to express ideas orally on topics within their experience
- to read with comprehension and enjoyment both known and new material
- to write letters, free compositions, dialogues etc.
- to gain insights which will better equip them to adjust to changing patterns of life in Australia and the world.

Areas of Study
Work in Year 10 is an extension of the work covered in Years 8 and 9, with an emphasis on advancing the competency of students to enhance transition into Years 11 and 12. The course involves work in each of the four macro skills areas of listening, speaking, reading and writing, with equal weightings of 25% for each skill. The emphasis of the content focuses on a functional/communicative approach using as much authentic material as practicable and possible.

For Japanese students, a formal study of Katakana will begin in Year 10 and several Kanji characters will be introduced in each unit. By Year 12 a minimum of 150 characters must be learned to achieve writing proficiency and students are expected to write connected passages of at least 400 kanamajiri, (a mixture of hiragana, katakana and kanji)

Special Subject Advice
School-leavers seeking enrolment at tertiary institutions will improve their entry rank by successfully studying a foreign language. Students undertaking languages in Years 11 and 12 will be awarded two bonus rank points which could be critical in gaining entry into a tertiary program.

Prerequisite
Students must have studied Japanese to Year 9 level or its equivalent and have achieved at least a ‘C’ to consider continuing language studies. Anyone who wishes to enrol in a language and achieved less than a ‘C’ is required to have an interview with the Head of Department.
Japanese classes in Years 11 and 12 may be taught as a combined class if numbers are not sufficient to have two separate classes.

Assessment/Workload
There are no assignments for Japanese. However, each macro skill is tested at least once, and a maximum of twice each semester.

Other languages
Although other languages are not offered at this school, students may be able to pursue other languages through the School of Distance Education. Where this can be arranged, tutorial assistance will be available from the school.

Associated Subject Costs

NB: Any student studying languages through Distance Education will have to pay costs associated with enrolment for Distance Education.
Legal Studies

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Legal Studies in Years 11 and 12.

This subject provides students with an introduction to the Australian Legal System. The course aims to encourage students to evaluate the significance of legal rights and responsibilities in everyday life. Students will examine how laws change to reflect society’s values and peoples’ rights in society. They will explore areas of law that are currently affecting their lives and future lives.

Areas of Study

- Introduction to the Law
- Crime and Society
- The Jury System
- A Taste of Law – Civil Law, Sport and the Law, Family Law, Technology and the Law
- Juvenile Justice

Prerequisite

Students wishing to study this subject must achieve at least a ‘C’ in Year 9 English.

The focus in this subject is on developing student confidence and understanding through a wide range of learning experiences: debates, role plays and group discussions. Students will also learn the skills of inquiry and research.

Special Subject Advice

Students enrolled in this subject will require a laptop.

Assessment/Workload

Assessment will include short and extended responses, non-written presentations, independent research and case studies.

Possible Careers

- Police Officer
- Legal Practitioner – Lawyer/Solicitor
- Politician
- Criminologist
- Paralegal
- Court Registrar
Marine Studies

Aim
This academic subject aims to prepare students for the Senior Authority (OP) subject Marine Science in Years 11 and 12.

Students will acquire knowledge of a range of scientific principles that develop field work and experimental skills. Students will be exposed to assessment techniques similar to those used in Senior Science subjects and will undertake various practical activities and experiments in the science laboratory and in the field.

Areas of Study
- Oceanography and Weather patterns
- Coastal and Marine Ecology
- Global and Local Marine Issues
- Marine Management

Completing this subject in Year 10 will give students study skills and background knowledge of:
- Resource management and global and local environmental marine issues
- The marine environment – importance and conservation for future
- Coastal and oceanic systems
- Marine zones and habitats – for example; mangroves and coral reefs
- Marine organism adaptations and relationships
- Introduced marine species
- Field studies and experimental design
- Conducting Extended Marine Investigations and Research Reports

Special Subject Advice
Students enrolled in this subject will require a laptop.

Students should be willing to undertake laboratory work and field work. A responsible attitude towards workplace health and safety is required.

Field work may be undertaken and minimal transportation costs may be required of approximately $20.00 with field trips to local important environmental sites.

Career Links
Students pursuing this subject may choose to seek a career such as:
- Scientist
- Marine Biologist
- Aquaculturalist
- Environmental Scientist
- Marine Science Teacher
- Zoo Keeper
- Tour guide
- Marine Park or Forestry Ranger

Risk Statement
Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various laboratory instruments and heating implements (Bunsen burners and hotplates) and to handle biological specimens.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.
Mathematics A

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Mathematics A in Years 11 and 12.

Year 10 Maths A will provide students with an introduction to the skills needed to make decisions based on real life applications. Students are encouraged to develop an approach to mathematical knowledge, modelling and problem solving and communicating with and about mathematics.

Students will also be provided with the opportunities to use a range of technologies.

Areas of Study

Maths A continues to build upon previously learnt knowledge and experiences to prepare students for Senior Mathematics A. The main areas of study are:

- Financial Mathematics
- Applied Geometry
- Statistics and Probability

Special Subject Advice

Students who received a “B” rating or better in Year 9 Mathematics should study Mathematics B subject in Year 10.

It is essential that students enrolled in this subject have a take home laptop.

Students are expected to possess their own ruler, protractor and scientific calculator (Casio fx-82AU PLUS). It is very important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator use between teachers and students and between peers.

Career Links

Mathematics A aims to provide the opportunity for students to continue to participate fully in lifelong learning. Continuing into Mathematics A in Year 11 and 12 this subject can lead students into further study and training at tertiary levels in areas such as:

- toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics
- tourism and hospitality
- administrative and managerial employment in a wide range of industries
- nursing
Mathematics B

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subjects Mathematics B and Mathematics C in Years 11 and 12.

Year 10 Mathematics B will provide students with skill development in interpretation and reasoning with a focus on the required algebra students need to successfully complete the senior Mathematics B and/or Mathematics C subjects.

This subject provides students the opportunity to increase their communication skills through logical setting out using correct mathematical language. Students will use a range of technologies in this subject including Graphics Calculators and Computers.

Areas of Study

Maths B continues to build upon previously learnt knowledge and experiences to prepare students for Senior Mathematics B and Mathematics C. The main areas of study are:

- Number Systems
- Linear Equations
- Graphing Functions
- Trigonometry
- Quadratic Equations
- Simultaneous Equations
- Probability and Statistics

Special Subject Advice

Students who received a “B” rating or better in Year 9 Mathematics should study Mathematics B subject in Year 10. If a student who gained a “C” in Year 9 Mathematics wishes to study Mathematics B they must negotiate this with the Head of Department (Anthony Elliott ph: 3824 9296).

It is essential that students enrolled in this subject have a take home laptop.

To study Mathematics B in Years 11 and 12 students must have successfully completed Mathematics B. A student who has successfully completed Mathematics B may choose to study Mathematics A in Years 11 and 12 if they wish.

Students are expected to possess their own ruler, protractor and scientific calculator (Casio fx-82AU PLUS) and Graphics Calculator (TI-84 Plus). It is very important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator use between teachers and students and between peers.

Career Links

Mathematics B aims to provide students with the opportunity to continue to participate more fully in lifelong learning. Continuing into Mathematics B in Year 11 and 12 this subject can lead students into further study and training at tertiary levels in areas such as:

- mathematics and science education
- natural and physical sciences, especially physics and chemistry
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in energy resources, management and conservation, climatology, design and built environment, industry, manufacturing and trades, business and tourism, primary industries and environment, economics and commerce, statistics and data analysis
- pure mathematics
Mathematics C

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subjects Mathematics C in Years 11 and 12.

Year 10 Mathematics C will provide students with skill development in interpretation and reasoning with a focus on the required algebra students need to successfully complete the senior Mathematics C subject.

A student can only study Mathematics C if they are enrolled in Mathematics B in year 10. It provides additional preparation for tertiary studies in subjects with high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.

This subject provides students the opportunity to increase their communication skills through logical setting out using correct mathematical language. Students will use a range of technologies in this subject including Graphics Calculators and Computers.

Areas of Study

Mathematics C involves the study of mathematical concepts such as:

- Groups
- Real and complex number systems
- Matrices, vectors
- Sequences and series
- Mathematical structures and patterns,

Special Subject Advice

Students who received an “A” rating in Year 9 Mathematics are capable of Maths C in year 10. If a student who gained a “C” in Year 9 Mathematics wishes to study Mathematics C they must negotiate this with the Head of Department.

It is essential that students enrolled in this subject have a take home laptop.

Students are expected to possess their own ruler, protractor, scientific calculator (Casio fx-82AU PLUS) and Graphics Calculator (TI 84 Plus). It is very important that each student has the same brand and model of calculators. This allows for consistent instruction of calculator use between teachers and students and between peers.

Career Links

Mathematics C aims to provide students with the opportunity to continue to participate more fully in lifelong learning. Continuing into Mathematics C in Year 11 and 12 this subject can lead students into further study and training at tertiary levels in areas such as:

- mathematics and science education
- natural and physical sciences, especially physics and chemistry
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in energy resources, management and conservation, climatology, design and built environment, industry, manufacturing and trades, business and tourism, primary industries and environment, economics and commerce, statistics and data analysis
- pure mathematics
Modern History

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Modern History in Years 11 and 12.

Year 10 students who choose to study Modern History will acquire a broad range of historical knowledge and skills from a variety of topics that have shaped the modern world. The study of history is a valuable component of any Senior course with the skills being applied to a variety of careers and occupations. It has long been considered a vital element of the education of any professional due to its type of study. It is one of the four National Curriculum subjects.

Additionally, it aims to develop students both personally and socially so they can effectively analyse the world around them and give measurement to their own lives. Throughout the course, students will conduct research using primary and secondary sources and engage with new technologies to interpret evidence, acknowledge the perspectives of others, make judgements and reflect on decisions.

This subject would suit students who are interested in History and think they would like to study Modern History in Senior. The skills developed apply to both Modern and Ancient History.

Areas of Study
Topics to be studied are arranged both thematically and chronologically and may include:

- WW2
- Rights and Freedoms
- American Civil Rights Movement
- The Suffragettes
- Indigenous Civil Rights
- Life in Australia after 1945

The areas chosen for study have links to, and will prepare students for study of Modern History in Year 11 and 12.

Prerequisite
A minimum of a C in Year 9 English and History or Geography.

Equipment – It is recommended that students enrolled in this subject have a student take home laptop. Students will need a notebook, a USB drive and a document wallet for assessment items.

Excursions – will be organised where possible e.g. State Library. This will incur an additional cost, which is kept to a minimum.

Career Links
This subject provides an excellent foundation for students considering University entry through the extensive use of research techniques. Careers in Teaching, Journalism, Politics, Law, Research, Film Production, Criminology, Public Relations and Industrial Relations could lead from study in this area.
Music

Aim
This academic subject aims to prepare students for the Senior Authority (OP) subject Music in Years 11 and 12.

Year 10 music aims to equip students with the skills to perform, compose and analyse a range of different music styles. Through active involvement in a range of learning experiences, students will be encouraged to cultivate a lifelong love of music and become participants in the musical life of the community.

Areas of Study
The course covers the development of music through a wide variety of music styles and eras including:

- Classics
- Film music
- Jazz

This subject will prepare students for Year 11 and 12 Music by developing and refining compositional, analytical and performance skills.

Special Subject Advice
Students wishing to choose this subject:

- should learn a musical instrument either through the school's Instrumental Music Program or from a private music teacher
- should have obtained at least a “C” in Year 9 Music
- will be prepared for senior music in Year 11 and 12.
- should be aware that composition, theory, performance and audiation are central to the music program; these areas are weighted equally for assessment.
- Students enrolled in this subject require a laptop.

Assessment/Workload
Exams, assignments and practical performances will occur throughout the course.

- Written assignments
- Practical performances
- Audiation (listening skills)
- Theory Exams
- Composition/Arranging (writing music)

Homework is set occasionally and all students are required to practise their instrument regularly. It is expected that students will attend rehearsals and performances as required.

Risk Statement
As this is a practical and creative subject, students will use various musical equipment, staging and lighting equipment.
Physical Education

Aim
This academic subject aims to prepare students for the Senior Authority (OP) subject Physical Education in Years 11 and 12.

Physical Education will provide students with an opportunity to develop skills and capacities, knowledge and understanding, attitudes and values within the context of physical activity. The subject includes theory (50%) and practical (50%) elements.

Areas of Study
- Learning of Various Physical Skills.
- Biological Basis of Training and Exercise.
- Physical Activity in Australian Society.
- Biomechanics
- Energy Systems
- Physiological Response to training

Students will be involved in practical sessions including:
- European Handball
- Volleyball
- Touch Football
- Tennis

This will mimic the first year of study in Year 11 in both the practical and theory aspects of the subject.

Prerequisites
Students must have attained a C or higher for Year 9 Health and Physical Education to select this course.

Assessment/Workload
a) Theory tests
b) Written Assignment work (Research Reports, etc)
c) Multimodal Presentations
d) Observation of applied skills, strategies, and tactics in match situations (team sports)
e) Performance tests (individual and team sports)
f) Training Journals

Homework is set regularly to revise work covered in theoretical aspects of the course. The student is advised to seek extra experience with some of the practical activities (e.g. weekend sport, school team or recreational sport, etc.) where in-depth specialisation is required.

Students should realise that they must concentrate on both the theoretical and practical elements if they are to be successful in this subject.

Risk Statement
Guardians of students participating in Physical Education should be aware that there is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring. Examples of the types of activities undertaken can be seen in the sections above.
Physics

Aim
This academic subject aims to prepare students for the Senior Authority (OP) subjects Physics and Chemistry in Years 11 and 12.

Year 10 Physical Science will provide students with an introduction to the fields of the traditional Sciences of Physics and Chemistry through the study and exploration of real-world topics. Students will acquire knowledge of elementary scientific principles and practices by participating in classroom, laboratory and field activities.

Areas of Study
- Physics 1 – Motion and Road Science
- Chemistry 1 – Atoms & Chemical Reactions
- Physics 2 – Astronomy
- Chemistry 2 – Consumer and Organic Chemistry

Completing this subject in Year 10 will allow students to continue in Year 11 in a number of Senior Science Subjects such as Physics and Chemistry by giving students study skills and background knowledge of:

- Measurement, report writing, field studies and experimental design
- Forces, motion, momentum and energy
- Structure and materials
- Periodic Table
- Quantitative and qualitative analysis

Assessment Techniques
- Extended experimental investigation
- Extended response task
- Written task

Special Subject Advice
Students will require a laptop, a scientific calculator and USB data stick. Subject specific booklets will be provided along with access to reference materials via libraries or on-line.

Prerequisites
Students must have achieved at least a C standard in Science in Year 9.

Career Links
Students undertaking this subject may choose to pursue careers in fields such as:
Biomedical science; Pharmaceuticals; Engineering; Mining; Forensics; Veterinarian; University Applied Sciences; Medicine and health sciences; Architecture and design; Aviation and aerospace; Emergency services; Health & safety; Defence Force Officer; Radiology

Risk Statement
Guardians of students participating in this subject should be aware that this is a practical subject, students may be required to use various laboratory instruments and heating implements (Bunsen burners and hotplates) and to handle biological specimens.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of injury occurring.
Technology Studies

Aims
This academic subject aims to prepare students for the Senior Authority (OP) subject Technology Studies in Years 11 and 12.

This subject is considered a more advanced course than “Furnishing” or “Engineering Technology”. It is aimed at developing students’ problem solving and design skills as well as safe workshop practice. Students will be required to design, make and appraise solutions to set problems.

During this process, students will develop hand and machine skills necessary to safely work with a range of different materials, as well as the introduction to modern control system technology using computers and automation processes. The subject is a useful grounding in all trade disciplines, most careers of a technical nature including higher level courses such as Engineering and Architecture, as well as life skills.

Areas of Study
Technology Studies covers some of the following areas:


These are to be covered with the following tasks over 4 terms:

Term 1
- Introductory Design Challenge
- Design Folio (First Design Task) – CO2 Car
- Manufacture First Design Task (CIM) – CO2 Car

Term 2
- Design Folio (Second Design Task) – I Pod Speakers
- Manufacture of Second Design Task – I Pod Speakers

Term 3
- Continued Manufacture of Second Design Task – I Pod Speakers

Term 4
- Design Folio (Third Design Task) – Community Project
- In groups, Manufacture of Third Design Task

Associated and related Theory will be covered over the course of the year with Exams at the conclusion of each Semester.

Special Subject Advice
Students choosing this subject must comply with the Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

Students are also required to wear black closed in/lace up leather shoes that protect the upper part of the foot and safety glasses.

Students enrolled in this subject will require a laptop.

Prerequisite
Students must have attained a C or higher for Year 9 English to select this course. Anyone who wishes to select this course and has achieved less than a C is required to have an interview with the Technology HOD.

Assessment/Workload
Student Outcomes will be measured against assessment criteria of Knowledge and Understanding, Investigation and Design, Producing, Evaluation and Reflection. These five criteria areas will be equally weighted to determine these results at the end of each semester.

Career Links
Carpenter, Cabinetmaker, Tiler, Concreter, Bricklayer, Plasterer, Welding, fitting and machining, sheet metal working, structural steel erections or metal finishing. Computer Numerical Control (CNC) machine processes; plastics extrusion or foundry processes Bachelor in Engineering-Civil/Mechanical, Electronics Engineer.

Risk Statement
As this is a practical subject students will be using various hand tools (chisels, saws), power tools and fixed machinery.
Visual Art

Aim

This academic subject aims to prepare students for the Senior Authority (OP) subject Visual Art in Years 11 and 12 while providing skills and resources to those students who enjoy Art. While basic skills are preferred, students will be given the opportunity to develop and improve their art making and appraising skills in several areas.

The theoretical component of the course provides students with the tools to successfully discuss, analyse and write about their own and others’ artwork.

This is an academic subject that requires students to develop their skills in both practical and theoretical areas.

Areas of Study

Students will develop skills in the following areas of study:
- Design
- Drawing
- Sculpture
- Painting and mixed media
- Art Appreciation / written appraising task
- Printmaking
- Digital Manipulation

Special Subject Advice

Students intending to select this subject should:
- Have achieved a **Sound level of achievement** or higher in Year 9 Visual Art due to the Art Appreciation component.
- Must follow safety rules and directions.
- Show they are self-motivated and can work in this subject.
- Students who select this subject require a take home laptop.

It is recommended that students enrolled in this subject have a laptop.

Assessment/Workload

Assessment consists of Experimental Portfolio, Bodies of Work and Appraising (Written) Tasks.

Risk Statement

As this is a practical and creative subject, students may use various cutting tools, pigments, mild acids, decorating of fabric and fibre, hand manipulation of clay, use of glues and cements.
Subjects which Do Not Contribute to an Overall Position (Non OP Subjects)
Agricultural Practices
(Agriculture and Horticulture)

Aim

This subject aims to prepare students for the Authority Registered (non OP) subject Agricultural Practices in Years 11 and 12.

This subject will provide students with an introduction to animal care industries (companion and farm animals) as well as horticulture, plant and landscaping industries, establishing and maintaining community connections, Core Skills for Work (CSfW), literacy and numeracy. They will acquire skills and knowledge by participating in classroom and field activities.

Areas of Study

- Caring for companion and production (farm) animals
- Investigating jobs in animal and landscaping industries
- Gardening and landscaping practices
- Agricultural tools and equipment
- Maintaining a safe and clean environment for animals
- Occupational Health and Safety
- Effective communication in an industry setting

Special Subject Advice

Students enrolled in this subject will require a laptop. Students must be willing to do a range of hands-on tasks with a variety of plants and animals and a mandatory literacy and numeracy component will need to be demonstrated. Students will be required to complete supervised and non-supervised assessment tasks each term (written tests and assignments).

Field work and excursions may be undertaken with minimal transportation costs of approximately $20.00.

Career Links

Students pursuing this subject may choose to seek a career such as:

Animal attendant; Animal technician; Jackaroo/Jillaroo; Stable hand; Station hand; Farmer; Plant nursery worker; Horticulturist; Gardener; Landscape gardener

Risk Statement

Guardians of students participating in this subject should be aware that the practical component of this course may require students to use various agricultural tools, machinery and chemicals and to handle live animals and biological specimens. There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.
Business Studies

Aim

This subject aims to prepare students for the Senior Authority Registered (non OP) subject Business Studies in Years 11 and 12.

Business Studies is designed to help students develop a range of knowledge, skills and attitudes including: the ability to effectively apply a range of business technologies; working in teams; effective communication; organisational and interpersonal skills and an awareness of moral, ethical and social responsibility in personal and business contexts.

Business relates to the buying and selling of goods, services and information - important exchanges in almost any area of life! As the world becomes more dependent on globalised trade and investment, the demand for well-trained businesspeople grows stronger.

Areas of Study

- Communication in the Workplace
- Developing a Business Identity
- Environmentally Sustainable Work Practices
- Photoshop
- Workplace Health and Safety

Prerequisite

Nil

Special Subject Advice

Students enrolled in this subject will require a laptop.

Assessment and Workload

A variety of assessment techniques will be used including short and extended responses, non-written presentations, projects and practical business applications.

Possible Careers

- Retail
- Office Assistant
- Receptionist
- State and Federal Government Department
Building and Construction Studies

Aim
This subject aims to prepare students for the Authority Registered (non OP) subject Building and Construction Studies in Years 11 and 12.

Industrial Design and Technology combines theoretical understanding with practical applications related to industrial systems and control, graphical communication and product design and manufacture. Students create products using contemporary materials, tools, equipment, processes and techniques that are specific to industrial technology and design. Understandings of the appropriateness of products, as well as the social, ethical and environmental issues pertaining to material use, disposal and safety are included within the subject area. Industrial technology and design students work independently and collaboratively in activities that require them to meet constraints such as time, cost and availability of resources.

Areas of Study
Building and Construction Studies consists of units of work which have a bias towards timber products and construction processes. This course is structured with the following 6 areas of study:

- **Design Process** – students gain knowledge of and development skills in using and documenting the design process.
- **Safety** – students gain knowledge of common workplace health and safety practices and apply this to their workshop and design solutions.
- **Materials** – students develop an understanding and knowledge of a range of material and specific construction materials.
- **Tools** – students experience the practical application of hand tools, power tools, machinery and associated equipment.
- **Processes** – students develop skills in marking out, cutting, shaping, drilling and finishing.
- **System** – students gain knowledge in a range of systems – electronic, mechanical, structural, etc.

This subject will prepare students for the Senior Subject: Building and Construction Studies.

Special Subject Advice
Students choosing this subject must comply with Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

All associated costs involved in this subject are included in the Student Resource Scheme. Students will be required to purchase a ruler and pencils for everyday use. Students are required to wear black closed in / lace up leather shoes/joggers that protect the upper part of the foot and safety glasses. Students may choose only one subject out of Engineering Studies, Furnishing Studies or Building & Construction Studies.

Assessment and Workload
Student Outcomes will be measured against the assessment criteria of Knowledge, Reasoning Process and Practical Production. These three areas will be equally weighted to determine results at the end of each semester.

Career Links
Building and Construction Studies may lead to careers in the building industry associated trades such as Carpentry and Joinery, Cabinet Making and other construction related trades.

Risk Statement
As this is a practical subject, students will be using various hand tools (chisels, saws), power tools and fixed machinery.
Early Childhood

Aim

This subject aims to prepare students for the subject Early Childhood in Years 11 and 12.

Students develop respect for young children through awareness and understanding of their social, emotional, physical, intellectual and language development, knowledge and understanding of the nature of and influences on child development from birth to eight years, practical skills in a care giving role, cooperative planning, knowledge and understanding of early childhood environments and programs that facilitate all aspects of the development of young children and the ability to operate as an independent, reflective and self-directed learner.

Areas of Study

This one year course will comprise a number of units of work that will incorporate the study area core: the value of play, quality early childhood practices and observing children.

Elective units may cover the areas of types of development, physical care of children, creativity, self-expression, problem solving in early childhood, parenting and behaviours in early childhood, children with special needs and accident prevention and safety.

Students who study childhood development, develop skills to implement while caring for children with a focus on child development, child safety, play, nutrition, caring for babies and observing quality practices and childhood behaviour.

Assessment and Workload

Each semester, students will complete an exam, assignment/observation/oral presentation and practical activities related to the unit of work studied. Students will be required to complete some of their assessment at home as part of their homework.

Special Subject Advice

Students will have the opportunity to participate in the baby think it over program – Virtual baby overnight. Possible excursion to childcare information centre – KIDSAFE House.

Supply materials sometimes weekly to complete class activities/assessment ie educational toys/food items to support class work or research assessment.

Students will be required to wear closed in black leather lace up shoes.

Students enrolled in this subject will require a laptop.

Career Links

This subject would be beneficial to students interested in careers in the areas of:

Childcare assistant; group leader in a child care centre; kindergarten; after school hours care; primary teaching / teacher aide; early childhood; nanny.
Engineering Studies

Aim
This subject aims to prepare students for the Authority Registered (non OP) subject Engineering Studies in Years 11 and 12.

Industrial design and technology combines theoretical understanding with practical applications related to industrial systems and control, graphical communication, and product design and manufacture. Students create products using contemporary materials, tools, equipment, processes and techniques that are specific to industrial technology and design. Understandings of the appropriateness of products, as well as the social, ethical and environmental issues pertaining to material use, disposal and safety are included within the subject area. Industrial technology and design students work independently and collaboratively in activities that require them to meet constraints such as time, cost and availability of resources.

Areas of Study
Engineering technology consists of units which largely have a bias towards metal and sheet metal products and processes. The course involves:

- **Safety** – students gain knowledge of common workplace health and safety practices and apply this to their workshop and design solutions.
- **Materials** – students develop an understanding and knowledge of a range of material and synthetic materials.
- **Tools** – experience the practical application of hand tools, power tools, machinery and associated equipment.
- **Processes** – students develop skills in fabricating, bending, drilling.
- **System** – students gain knowledge in a range of systems – electronic, mechanical, structural etc.

Special Subject Advice
Students choosing this subject must comply with the Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

Students are required to wear black closed in/ lace up leather shoes that protect the upper part of the foot at all times. This is a priority for the welding component of the course. Students must also purchase their own safety glasses and ear plugs.

Students may choose only one subject out of Engineering Studies, Furnishing Studies or Building & Construction Studies.

Assessment/Workload
Student Outcomes will be measured against the assessment criteria of Knowledge, Reasoning Process and Practical application. These three areas will be equally weighted to determine results at the end of each Semester.

Course Links
This may lead to careers in sheet metal work, boiler making and fitting & machinery.

Risk Statement
As this is a practical subject, students will be using various hand tools (chisels, saws), power tools and fixed machinery. Placement in class is reliant on all parents and students signing workplace health, safety and risk agreements.
English Communication

Aim

This subject aims to prepare students for the Authority Registered (non OP) subject English Communication in Years 11 and 12.

Preparation for Life, Leisure and Workplace

Areas of Study

English Communication aims to develop in students:

- A foundation for writing and speaking skills
- Knowledge and understanding of the workplace
- Preparation for entry into the workplace
- Positive attitudes and strategies for engaging in life-long learning as reflective learners
- Respect for all people,
- Knowledge, understanding and appreciation of Australia's linguistic and cultural diversity
- Knowledge and skills to plan and work as members of a group and to accept responsibility for the outcomes of the group
- Self-confidence as language users
- Knowledge, understanding and an appreciation of language as used in various forms.

Special Subject Advice

It is recommended that students enrolled in this subject have a student take home laptop.

NB: Students planning to undertake English in Years 11 or 12 or university study should not take this course.

Prerequisite

Students who are ‘not rated’ in Year 9 English may not progress to this course.

Assessment/Workload

Years 10 students should do a minimum of 1.5 hours of English Communication homework per week, spread over 4 to 7 sessions. This includes assignment preparation. Parental interest and supervision is invaluable if students are to complete satisfactory work at home.

Students will be given both written and oral tasks and will be given class time to work on presentation, reading and writing skills.

Associated Subject Costs

Purchase of note pads/folders, paper for assignments, USB drive, home dictionary, document folder, and stapler.
**Furnishing Studies**

**Aim**
This subject aims to prepare students for the Authority Registered (non OP) subject Furnishing Studies in Years 11 and 12.

Industrial design and technology combines theoretical understanding with practical applications related to industrial systems and control, graphical communication, and product design and manufacture. Students create products using contemporary materials, tools, equipment, processes and techniques that are specific to industrial technology and design. Understandings of the appropriateness of products, as well as the social, ethical and environmental issues pertaining to material use, disposal and safety are included within the subject area. Industrial technology and design students work independently and collaboratively in activities that require them to meet constraints such as time, cost and availability of resources.

**Areas of Study**
Furnishing Technology consists of units of work which largely have a bias towards timber products and processes. This course is structured with the following 6 areas of study:-

- **Design Process** – students gain knowledge of and development skills in using and documenting the design process.
- **Safety** – students gain knowledge of common workplace health and safety practices and apply this to their workshop and design solutions.
- **Materials** – students develop an understanding and knowledge of a range of material and synthetic materials.
- **Tools** – students experience the practical application of hand tools, power tools, machinery and associated equipment.
- **Processes** – students develop skills in marking out, cutting, shaping, drilling and finishing.
- **System** – students gain knowledge in a range of systems – electronic, mechanical, structural etc.

This subject will prepare students for Senior Subjects including Furnishing Studies and General Construction. These subjects are VET subjects and accumulate points towards the QCE.

**Special Subject Advice**
Students choosing this subject must comply with the Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

All associated costs involved in this subject are included in the Resource Hire Scheme. Students will be required to purchase a ruler and pencils for everyday use.

Students are required to wear black closed in/lace up leather shoes/joggers that protect the upper part of the foot and safety glasses. Students may choose only one subject out of Engineering Studies, Furnishing Studies or Building & Construction Studies.

**Assessment/Workload**
Student Outcomes will be measured against the assessment criteria of Knowledge, Reasoning Process and Practical production. These three areas will be equally weighted to determine results at the end of each semester.

**Career Links**
Furnishing may lead to careers in the building industry associated trades such as Carpentry and Joinery, Cabinet Making and Furniture Restoration.

**Risk Statement**
As this is a practical subject, students will be using various hand tools (chisels, saws), power tools and fixed machinery.
Hospitality

Aim

This subject aims to prepare students for the Authority Registered (non OP) subject Hospitality in Years 11 and 12.

This course is designed to cater for the needs of those students who wish to concentrate their studies in the area of food and beverage service. It provides an introduction to the senior course Hospitality.

Areas of Study

The course consists of two units of study: –

- Cooking for Entertaining and
- International Cuisine.

Each unit of study includes:

- Further development of food preparation skills
- Organisation and management of resources
- Theoretical aspects relevant to each unit of study.

Assessment/Workload

Students will be required to undertake the following areas of assessment:

- Weekly participation in practical lessons
- Written tests
- Practical and theoretical assignments

Special Subject Advice

Students are required to take part in all practical lessons and provide their own ingredients for these weekly lessons. It is the responsibility of the student to provide their own ingredients/materials each week for cookery. (Parents/Carers may need to consider these costs when subjects are selected).

Students are required to wear covered in leather shoes for every lesson. Long hair must be tied back.

Students enrolled in this subject will require a laptop.

Career Links

Students who wish to pursue careers in hospitality settings such as restaurants, cafes and clubs should consider this subject.

Risk Statement

As this is a practical subject, students will be using various kitchen utensils (knives) and electrical appliances (frypans, beaters).
Industrial Graphics Studies

Aim

This subject aims to prepare students for the subject Industrial Graphics Studies in Years 11 and 12. It is designed for students who have an interest in technical graphics and who are considering a career in drafting & designing or entering a trade industry, particularly construction and engineering sectors.

Areas of Study

Students studying in this area will cover areas of study including: Introduction to the design and drafting industry, basic design concepts, drawing interpretation and production-manual drafting/freehand sketching, identification and interpretation of drafting stands and conventions, 2D and 3D drawing production using computer-aided design and drafting conventions.

Special Subject Advice

Any student studying Building and Construction Studies, Furnishing Studies or Engineering Studies would benefit from doing this subject as it would complement any of these trade based subjects.

Equipment

Students must bring (as a minimum) to each class, the following drawing equipment:
- Sharp 2H, 4H, 2B and colour pencils
- A soft white eraser
- A good quality compass set (not the type where a pencil is inserted)

Please consult with a Graphics teacher before purchasing any other equipment.

Assessment/Workload

Student Outcomes will be measured against the assessment criteria of Knowledge and Understanding, Applied Processes and Practical Skills. Assessment will include contextual design folios, short response tests and class work.

Career Links

This subject would be beneficial to students interested in careers in the general manufacturing industry such as engineering, furnishing and construction.
Information and Communications Technology

Aim

This subject aims to prepare students for the Senior Authority Registered (non OP) subject Information and Communications Technology in Years 11 and 12.

Information and Communications Technology is concerned with using computers and digital technology to provide practical solutions to real life or simulated real life problems. As most facets of modern life incorporate technology, this is a valuable subject for students to develop the confidence to adapt and make the most of this constantly changing world.

The subject's approach promotes confident, competent and self-motivated users, and consumers of a wide range of software and hardware. Students should also be able to be responsible users of ICTs, and be aware of the social, environmental and legal impacts of their actions.

By using a task-oriented approach, emphasis is placed on using ICTs to solve problems or complete tasks to not only develop their abilities, but also to experience the fun and enjoyment of using technology.

Areas of Study

- Electronic Document Production
- Games Programming
- Website Design and construction
- Managing Databases
- Design Projects using Illustrator

Prerequisite

Nil

Special Subject Advice

Students enrolled in this subject will require a laptop.

Assessment and Workload

This subject is conducted around a central theme. All work undertaken over the 2 semesters is directly related to this theme. All assessment is also based around the central theme.

Most assessment will consist of in-class projects and a portfolio of documents.

Possible Careers

- IT Help-Desk operator
- Computer Electronics technician
- Multimedia designer
Multi Media Studies

Aims:

This subject aims to prepare students for the Authority Registered (non OP) subject Multi Media Studies in Years 11 and 12.

This is a practical subject with the focus on multimedia and design. Students will develop their knowledge and skills in using computers and other digital technologies. This course also provides opportunities for students to enhance their creativity. There is also an emphasis on Multimedia Industries which include Photography, Graphic Design, Animation and Games.

Content areas:

- Demonstrate knowledge of computer hardware and some software.
- Have an understanding of the industry’s sectors & career opportunities.
- Create 2D animations.
- Use internet communication tools appropriately.
- Demonstrate graphic design skills.
- Manipulate and edit digital images.
- Demonstrate appropriate health, safety & security procedures.
- Locate and use relevant on-line information
- Develop photography skills
- Create games
- Create video content

Special Subject Advice:

This course will prepare students for the Media Studies course offered in Year 11 and 12. It will also assist any students doing Art, Graphics, Film and TV and any other computer based subject.

It is recommended that students enrolled in this subject have a laptop.

Assessment/Workload:

Assessment will be ongoing throughout the course and evidence will be collected in ways such as research tasks, assignments, examinations, reflections, portfolio of work and demonstrations.

Risk Statement:

As this is a practical and creative subject students may use various technical equipment.
Music Studies

Aims

This subject aims to prepare students for the Authority Registered (non OP) subject Music Studies in Years 11 and 12.

Year 10 Popular Music provides students with an introduction to areas of the creative arts industry, in particular the entertainment industry. Students will develop basic skills and knowledge of audio, lighting, staging, occupational health and safety (OHS) as well as general creative arts industry knowledge and music performance skills. As a part of the Year 10 course this subject aims to prepare students for ‘Music Studies’ offered in Years 11 and 12.

Areas of Study

- Develop and apply creative arts industry knowledge
- Participate in OHS processes
- Develop skills to play or sing music
- Study general music theory
- Develop skills to compose original music
- Develop ensemble skills to perform simple musical parts
- Work with sound and lighting equipment
- Work with computer based recording equipment

Assessment/Workload

Assessment will be ongoing throughout the course and evidence will be collected in ways such as research tasks, performances, assignments, examinations, reflections, multimedia presentations, observations and demonstrations.

Special Subject Advice:

This course will prepare students for the Music Studies course offered in Year 11 and 12. It will also assist any students doing Music as an authority subject in Years 11 and 12.

It is recommended that students enrolled in this subject have a laptop.

Risk Statement

As this is a practical and creative subject, students will use various musical equipment, staging and lighting equipment.
Physical Recreation

Aim

This subject aims to prepare students for the Authority Registered (non OP) subject Recreation Studies in Years 11 and 12. Recreation Studies are subjects that prepare students for participation and/or employment in the Recreation or Fitness Industry.

Year 10 Recreation Studies will provide students with an introduction to a variety of recreational and leisure activities. Students will have the opportunity to engage in a number of physical activities that contribute to the development of personal fitness, social skills and health. Components of this subject are theoretical and students will be expected to study various aspects of the Fitness and Leisure Industry.

Areas of Study

• Engage in a Variety of Physical Activities.
• Study Leisure, Recreation and Lifestyles in Australian society.
• Develop a Knowledge and Understanding of the Recreation and Leisure Industry.
• First Aid. Both Sport and general first aid principles.

This subject will prepare students for Year 11 and 12 Recreation Studies by developing a general understanding and appreciation of the variety of leisure and recreation options available. Through successful completion of this subject, students will be preparing for their senior assessment requirements.

Special Subject Advice

It is recommended that students enrolled in this subject have a laptop.

Risk Statement

Guardians of students participating in Physical Recreation should be aware that there is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring. Examples of the types of activities undertaken can be seen in the sections above.
Prevocational Mathematics

Prevocational Mathematics is a three year course that begins in Year 10 and is completed at the end of Year 12. Prevocational Mathematics is an Authority Registered (non OP) subject.

**Aims**

This subject prepares students for entry to apprenticeships, traineeships and further study. It does not contribute towards an Overall Position. It is offered as an alternative to Mathematics A and provides students with the opportunity to maintain their numeracy skills and apply these skills in practical situations.

It has a strong vocational emphasis for learners who want to pursue a range of vocational, employment and personal goals.

**Areas of Study**

The course aims to provide students with introductory knowledge and skills in a range of basic numeracy and mathematical concepts and techniques. Students who have not experienced success before in Mathematics are catered for in Prevocational Maths.

Students who complete this subject will receive a result for Prevocational Mathematics on their Senior Statement.

**Course Outline**

Topics covered are:-

- Mathematics for interpreting society: number
- Mathematics for interpreting society: data and probability
- Mathematics for personal organization: location and time
- Mathematics for practical purposes: measurement
- Mathematics for personal organization: finance

**Assessment/Workload**

The assessment consists of a variety of tasks which reflect the objectives of the subject and include written tests, projects, assignments, oral presentations, etc.

It is essential that students enrolled in this subject have a take home laptop.

Students are expected to possess a ruler and scientific calculator (Casio fx – 82AU PLUS). It is very important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator use between teachers and students and between peers.
Tourism Studies

Aim

This subject aims to prepare students for the Authority Registered (non OP) subject Tourism Studies in Years 11 and 12.

Tourism has become the world’s biggest industry and its potential impact on societies and their economic and ecological future is enormous. The tourism industry is one of Australia’s fastest growing industries. It has assumed increasing importance in Australian society as a source of expanding employment opportunities.

Tourism has been broadly defined as temporary short-term movement of people to destinations outside the places where they normally live and work, together with their activities and experiences during their stay in those destinations. Such activities and experiences may include pleasure, entertainment, culture, business, conferences, visiting friends and relatives, adventure, shopping, dining, challenge and self-development, or a combination of these activities.

Year 10 Tourism will provide students with a basic knowledge of Tourism and the interpersonal skills that underpin employment in the tourism industry.

Areas of Study

- Introduction to Tourism
- Tourism in Queensland
- Marketing in Tourism
- International Tourism
- Careers in Tourism

Prerequisite

Nil

Special Subject Advice

Students enrolled in this subject will require a laptop.

Excursions will incur additional costs to general subject fees. Students will be involved in one excursion throughout Year 10. Excursions form part of the necessary contact with the industry that is essential in this type of course.

Excursion venues include: Sea World, Dreamworld, Australia Zoo, Movie World, Currumbin Wildlife Sanctuary. The cost of the excursion is approximately $55.

An interest in travel and the tourism/hospitality industry is recommended.

Assessment/Workload

Assessment will include written response items, assignments and project work of a practical nature.

Possible Careers

- Events Management
- Flight Attendant
- Theme Park Attendant
- Tour Guide
- Travel Agent
Visual Art Studies

Aim

This subject aims to prepare students for the Authority Registered (non OP) subject Visual Art Studies in Years 11 and 12.

This course encourages personal development in a variety of art techniques. Students with a creative flair are given the opportunity in this course to explore their talents in a range of specialist areas. The learning experiences are predominantly practical, however, students are encouraged to explore the history and theory related to particular areas. These specialised studies give students a variety of knowledge, concepts and practices useful for further study or freelance work in the Creative Arts Industries.

At the successful completion of this course students will demonstrate skills in:

- painting
- textiles
- design
- drawing
- mixed media sculpture
- health & safety procedures

Special Subject Advice

This course will prepare students for the non-authority ‘Visual Arts Studies’ offered in Year 11 and 12 (SAS).

It is recommended that students enrolled in this subject have a laptop.

Assessment/Workload

Assessment will be ongoing throughout the course and evidence will be collected in ways such as folios of work, demonstration of techniques and reflection on process and artists’ work.

Risk Statement

As this is a practical and creative subject, students may use various cutting tools, painting pigments (water based), dyes, glues, clay and pre-mixed glazes.